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ABSTRACT

Noting that communities and states all across America are working to achieve the first National Education Goal--by the year 2000, all children in America will start school ready to learn--this paper provides information on efforts to meet that goal. The first portion of the paper presents a definition of readiness to learn devised by the Education Goals Panel that covers physical, emotional, language, and cognitive development, as well as approaches to learning. It then describes briefly several state programs to improve children's readiness, implemented at the infant as well as early childhood and preschool stages. This part also includes a checklist for evaluating childcare programs, and describes community and interagency collaborative efforts to ensure that those needing services can get them. The remainder of the document lists: (1) the policy recommendations of the National Governors' Association Task Force on Readiness dealing with education programs for at-risk children, parenting programs and in-home assistance for parents of high risk children, and structures that foster interagency cooperation; (2) contacts for programs mentioned in the text; (3) information on research and professional organizations; and (4) program referral and other sources of help as well as suggested readings. (HTH)

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ALL CHILDREN READY TO LEARN

ED 367 508

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TOWARD THE NATIONAL EDUCATION GOALS AND HIGH STANDARDS FOR ALL STUDENTS

A BACKGROUND PAPER FOR THE GOALS 2000: EDUCATE AMERICA SATELLITE TOWN MEETING JUNE 22, 1993

Communities and states all across America are working to achieve our first National Education Goal:

> By the year 2000, all children in America will start school ready to learn.

They know it's not going to be easy. Many children grow up in poverty, and one fifth of America's children live in single parent households. Some children suffer damage to their health in their early years that is associated with a higher likelihood of failure in school. Communities also know that children who are healthy, motivated, and have a supportive home environment are far more likely to achieve high standards.

For many children, kindergarten is an important part of ensuring readiness: 80% of all youngsters now attend kindergarten before entering the first grade. Children of all backgrounds who attend kindergarten tend to perform better in the first grade than those who do not. Many communities, however, are finding that kindergarten alone is not enough, especially for children from disadvantaged backgrounds or with special needs.

In 1991, the Carnegie Foundation for the Advancement of Teaching conducted a major survey of kindergarten teachers. The one-third who answered the questionnaire consisted of thousands of teachers all across the country and in every state. According to these teachers, as many as 35% of all children enter kindergarten "not ready" for success. The most serious deficiencies were: "language richness," "emotional maturity," and "general knowledge." The most favored solution, supported by 64% of responding teachers, was to improve parent education.

The National Education Goals Panel, which monitors our nation's progress toward the Goals, has been working toward a definition of "readiness to learn." Building on the work of many professionals in the fields of education, health, sociology, and others, the Panel's definition identifies five criteria by which we can assess young children's readiness to learn.

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A DEFINITION OF READINESS

- **Physical Well-Being and Motor Development.** Children should be healthy, well-fed and well-rested. In an example of good motor development, children should be equally adept at handling a crayon as climbing a jungle-gym.
- **Social and Emotional Development.** Children should engage in secure relationships with adults and be able to play and work with others.
- **Language Usage.** Children should be able to express thoughts and feelings and be able to grasp beginning reading skills.
- **Cognition and General Knowledge.** Children should know colors and shapes and be familiar with concepts like hot and cold.
- **Approaches to Learning.** Children should demonstrate curiosity, creativity, independence, cooperativeness, and persistence.

These five areas are one way to think about children's readiness to learn. Experts differ on just what constitutes "readiness," so communities need to consider what aspects are most important to them and then design a strategy that fits their needs.

Examining what other communities and states are doing is a good place to start. Initiatives of various sizes are sprouting up all across the country, often with public, private and religious institutions working together to help families. An emerging theme is that assistance must focus on ensuring that all parents develop the kind of habits and skills that support their children's learning over the long term. For working parents, many find they are not able to locate affordable quality child care and child development programs. They are finding that early intervention is essential, especially for disadvantaged families or children with disabilities. In addition, they are starting to rethink the early school years, ensuring that all schools are "ready" to receive all children.

The First Years

As many as 400,000 children are born each year with health disabilities. It has been estimated that as many as a quarter of these are due to drug, alcohol and tobacco use by the mother, low birth weight, or lack of adequate prenatal care. With community assistance, knowledgeable parents can provide young children with a home environment conducive to

their health as well as early language and emotional development. Communities and states are helping families address these issues through a variety of early intervention efforts.

The Baby Talk program in Decatur, Illinois was initiated by the local school system in 1986. The program sends trained counselors into area hospitals to meet new parents and to provide them with parenting materials and advice. Started on a shoe-string budget of $22,000, the program has expanded significantly and now includes a new set of counselors that visit prenatal clinics. "If we just had the programming and invited parents to come," explains program director Claudia Quigg, "then the only parents we would get are the ones already motivated, and they are not the ones most in need." Baby Talk now receives support from local libraries, hospitals, and businesses.

In South Carolina, the High Risk Channeling Project was established for all pregnant women on Medicaid. The women are screened to determine if they are likely to have difficult pregnancies and births. To reduce the chances of infant mortality and infant health problems which can lead to a child having learning difficulties later on, women judged at risk are automatically placed in a high risk program. In the Channeling Project, these women are provided a case worker and specialized prenatal care and delivery services. For participating mothers, the infant mortality rate was approximately half that of non-participants, and the number of health problems in these infants was greatly reduced. One estimate says that the program has saved almost $5 million in reduced hospital costs for infant care.

On a state-wide scale, Missouri requires that all school districts offer a Parents as Teachers (PAT) program to interested parents. PAT was designed by Dr. Burton White to help families with children ranging in age from infancy to three. The Missouri program includes:

- Eight personal visits per year with trained "parent educators" who are themselves parents. At least three of these must be in the home of the family served.
- Structured group meetings with the "parent educator" and other parents in the program.
- Screening of children's health, such as vision and hearing, and appropriate intervention.
- Drop-in times at local PAT centers, during which parents can ask questions while their children play.

Missouri's PAT programs have been shown to have positive effects on children entering the first grade. Not only were children enrolled in PAT more competent in language and other cognitive skills, but parents were more involved with their children's school. At a cost of approximately $300 per family, PAT appears to be benefiting the parents involved as much as the children. A program in St. Louis, modeled after PAT, focuses on the needs of teen mothers. The St. Louis program found that out of 95 participants enrolled in the program, only five had a repeat pregnancy, compared to the national rate of 50%.

Non-profit institutions are also developing programs for families with young children. "Catch'em in the Cradle," a program that started in Florida but has spread to many other states, was organized by local libraries. The program distributes specially-designed kits through prenatal clinics, hospitals, adoption centers, and libraries. The kits include information on developing infants' language skills through games, songs, and other activities. Also included are lists of baby books and parenting guides. Such programs can be developed through most local libraries so check to see if your library is already involved in such a program.

Early Childhood Education and Preschool

Many communities and states are finding early childhood and preschool programs to be a valuable tool in helping children, especially those from disadvantaged families, to get ready for school. Unfortunately, low-income families are often the ones least able to afford the quality programs that have the best effects. To help communities address this need, President Clinton has called for doubling federal support through the Head Start program. Evaluations of Head Start have found that disadvantaged children who have attended quality Head Start programs are better prepared to start school in cognitive as well as social skills.

The best long-term effects for early childhood educations have been found in programs that pay careful attention to quality. High levels of training and education for staff, low turnover rates, and well-designed curricula that are appropriate for young children are among the key components. Sharon Lynne Kagan of the Bush Center for Child Development has estimated the cost of implementing a program comparable to the Perry Preschool Program, one of the most successful programs to date, at approximately $9,600 per child. While most people cannot afford such sizeable direct costs, communities and parents can use the quality standards established by the National Association for the Education of Young Children to develop sound programs.

A Checklist for Evaluating Childcare Programs

The National Association for the Education of Young Children ranks the following among the most important when evaluating a child-care site:

Program

- Are children helped to increase their language skills and knowledge of the world?
- Is there adequate and appropriate equipment that fosters physical development and imaginative play?

Staff

- Does the staff observe and record each child's development?
- Is staffing sufficient for the number of children attending?
- Does the staff encourage parental involvement, and provide parents with information about community services and activities?
- Are parents allowed to drop by at any time?

Health

- If meals are provided, are they nutritious?
- Are the facilities cleaned frequently?
- Does at least one staff member know first aid and the medical needs of each child?
- Are emergency numbers posted?

Facility

- Is the building comfortably heated and cooled, well-lit and free of hazards?
- Are there smoke detectors?
- Is there adequate space for the number of children—both indoors and out?

In many communities, businesses are finding creative ways through which they can support readiness activities for young children. Ernest Boyer, author of the Carnegie Foundation's Ready To Learn: A Mandate for the Nation, describes some of the programs developed in various parts of this country as well as in other nations.

While parents shop at the Sutter Square Galleria in Sacramento, California, children can play and learn at the "Visionarium", guided by the trained staff. Children can create "bubble structures" with different shapes and patterns, or they can create their own animated cartoons at the "movie section". At Grand Union supermarket stores in New York, managers offer guided tours, describing where foods come from, answer questions (and offer samples!). "The tours are good for the kids and good for Grand Union too," notes Grand Union store manager Ed Tucker.

Increasingly, businesses are providing their employees with nearby child-care designed to promote children's development. At ice cream maker Ben & Jerry's production plant in Waterbury, Vermont, a nearby renovated farmhouse provides care for the employees' young children. Children visit the plant and are shown how the ice cream is made and packaged.

Cultural centers such as the Herbert F. Johnson Museum of Art at Cornell University in Ithaca, New York can also help. The Johnson Museum has developed "bag tours" for preschoolers. Preschool teachers are provided with a bag containing art materials and books intended to stimulate youngsters' interest in the arts. In Cleveland, The "Family Express" program at the Museum of Art has programs that allow preschoolers to work together with their parents on ceramics, painting, and other areas.

In Arkansas, the Home Improvement Program for Preschool Youngsters (HIPPY) has been successful in training parents to work with their children at home. Local programs are organized either by school districts or community organizations at a cost of approximately $1000 per family. HIPPY is a two year program that serves families with children 4 and 5 years old. The second year is intended to coincide with kindergarten. Parents receive training sessions four times a month and are asked to work with their children at least 15 minutes a day, five days a week. Parents are instructed on how to make the most effective use of storybooks, problem-solving exercises, and other specially-designed lessons.

The HIPPY program in Little Rock, Arkansas with over 350 children enrolled, has tested students that finished the program and found very positive results. To assess long-term gains, it plans to track those students who have gone through the program and test them at grades three, six, nine, and twelve.

HIPPY was designed by Dr. Avima Lombard at Hebrew University in Jerusalem and has now spread to the Netherlands, Chile, South Africa, and Turkey. The HIPPY USA office in New York handles distribution in this country. HIPPY has been implemented in over a dozen states in the U.S.

Other countries also make an effort to provide educational activities for children while parents shop or do chores. In Japan, bank employees that greet customers also provide books for children to read. In Iceland, banks have teller windows where children can do their own "banking."

Boyer envisions such "ready-to-learn" centers as well-marked and easily identifiable by parents out with their children. Newspaper and television advertisements might mention the location of such centers as well.

As the beginning of school approaches, parents may want to take additional steps. Nancy Paulu, author of Helping Your Child Get Ready For School, recommends several steps that parents can take to ease their children's transition into kindergarten. She suggests that parents:

- Find out a year or two ahead of time what the school expects from entering kindergarten students.
- Visit the school with their child so the child becomes familiar with the school setting, and therefore, less apprehensive.

- Talk with their child about school, making positive comments about how much fun the children are having and how they should regard teachers with respect.
- If possible, consider volunteering in the school; in addition to helping out in the classroom, volunteering is a good way to meet staff as well as other parents.

Community and Interagency Collaboration

Many disadvantaged families and families with children with special needs have difficulty getting the services they require. According to one survey, such parents are frustrated by:

- The lack of a single source of information, and information that is sometimes contradictory;
- Artificial and inflexible program eligibility requirements;
- The lack of coordination among programs causing gaps in services that send the parents from one provider to another in search of what they need.

Strengthening community bonds is an important goal for "Success By Six." In Charlotte, North Carolina, community development workers "literally knock on every door and meet every family" in a neighborhood, explains program coordinator Lynn Otzman. In the program, families with children under six meet weekly to discuss common interests. The community development workers maintain a relationship with a group of families and help them to locate programs and services to meet their needs. "These home teams are one way we try to build a feeling of community and to strengthen the neighborhood," says Otzman. In response to the requests of one group, the workers have established a G.E.D. program.

Since the first Success By Six began in Minneapolis in 1988, the United Way of America has helped to establish seven such programs in different parts of the country. In the Charlotte program, additional funding is provided by the city of Charlotte, IBM, and the local YMCA.

Many communities feel that service coordination is a key component for successfully getting children to school ready to learn. According to program manager Dr. Edward Feinberg, "service coordination is the centerpiece" of the Infants and Toddlers program in Anne Arundel County, Maryland. The program is a multi-agency service delivery system that focuses on young children with developmental delays. Every family is assigned a case manager that assists in accessing various service providers. Early intervention service providers that are employed by the county are housed in a single location to encourage coordination.

On a larger scale, San Diego's "New Beginnings" initiative was conceived by twenty-six top officials from the city of San Diego, the county of San Diego, the San Diego City Schools, and the San Diego Community College District who decided it was time to try an entirely new service approach: placing families at the center. Instead of each agency trying to deal with just one aspect of families' problems, they collaborate as partners on the needs of

families as a whole. The original four government organizations were soon joined by the San Diego Housing Commission, the University of California San Diego School of Medicine, San Diego's Children's Hospital and Health Center, and the IBM Corporation.

The first "New Beginnings Center for Children and Families" at Hamilton Elementary in San Diego assists families in obtaining services from various agencies as simply and directly as possible. In addition, the Center itself provides immunizations, school registration, and counseling services. Hamilton Elementary principal Carrie Peery has found that the extra work required for New Beginnings to be well worth it. "Before we felt the child was going into a big black hole out there," she says. "Now we have some hope for some solutions."

US WEST realized early on that it's cheaper to do something right in the first place than to go back and try to fix it. That's why the US WEST Foundation decided to focus their education efforts on early childhood education, particularly on parent education. US WEST provides grants to programs in the fourteen states served by US WEST Communications. To qualify, programs must be aimed at helping parents fulfill their role as "first teachers." Once parents are educated through seminars, documentaries, or other training, they can help stimulate their child's language, reading, and cognitive skills and prepare their children for success in school. Some specific programs funded by US WEST are "Parent University" that provides parents with formal educational instruction, the "Young Dads" program that helps fathers become involved in nurturing and educating their children, and the Washington High School Project for Young Mothers, Infants, and Toddlers. The last program aids in the educational development of teen mothers and their children. While the mothers attend classes, their children are cared for by trained professionals.

The Prudential Foundation's Focus on Children program is also working in their community to improve early childhood education. Focus on Children provides funds and program support to organizations that serve children from infancy to age six. Recently Prudential developed a partnership between Reading Is Fundamental (RIF) and local Head Start programs, providing a three year grant for national RIF staff members to train Head Start staff and parents to lead activity groups and how to best teach kids how to read. Parents and staff members are also taught how to train others so that after the grant expires, the program will become self-sustaining. Many of the parents in the Newark area where Prudential is located often have severe reading problems themselves. In the process of training parents, the RIF/Head Start collaboration is developing families of readers so parents and kids learn to read together.

The Prudential Foundation is also currently funding a three year assessment project of the needs and problems facing all Head Start facilities in New Jersey and plans to provide funds to renovate and upgrade Head Start centers all over the state.

In a recent study of educational partnerships, Terry Grobe of Brandeis University found that too many partnerships remain "process oriented". It is important, she notes, "to be clear about the purposes of educational partnerships and set measurable goals which support client

impact." That means focusing on children and families first. In order to ensure effectiveness, she recommends that ongoing evaluations focused on client outcomes be integral to any partnership. As examples, she cites: increased job placement as a result of summer school apprenticeship programs; lower pregnancy rates for girls served by a school clinic support group; or improved student achievement as a result of new school management techniques.

The Early School Years

Communities are paying more and more attention to the transition into kindergarten and the first years in school. A number of studies have shown the importance of early success in school. American children who fail or encounter difficulties in school by third grade are at much higher risk of encountering difficulties in later years.

Psychologist Harold Stevenson has found that American children are often better prepared in pre-academic skills when they enter school than their Asian counterparts. Yet, most American children start to fall behind in achievement within the first two years and then never catch up to their Asian peers. In some cases, disadvantaged students that benefit from quality early childhood programs lose much of that benefit upon entering schools that are not prepared to nurture and take advantage of their "head start."

One reason for this may be that American parents often assume that their role in supporting education is over once their children enter the first grade. But even interested parents often face obstacles to staying involved with their children's education. According to a parent survey conducted at a recent conference sponsored by the U.S. Surgeon General, parents often feel:

- Confused over how to approach the school;
- Discouraged by the bureaucracy and red tape;
- Alienated by school personnel who appear patronizing and unfriendly;
- Frustrated by school personnel who lack flexibility in office hours;
- Frustrated by the lack of transportation, especially in remote areas;
- Intimidated by the paperwork, which is especially difficult for parents who have limited English proficiency or lack basic literacy skills.

According to a survey conducted by The Metropolitan Life Company, teachers feel that parent involvement is severely lacking, but extremely important. Both parents and schools need to reach out to each other. It's a two-way street.

Taking their cue from preschool programs that have succeeded in encouraging parent involvement, such as Head Start, many elementary schools are looking at new ways to keep parents involved. In Connecticut, one school installed telephones in every classroom so that teachers can call parents and vice-versa during the day.

In Tennessee, a number of schools are using other kinds of technology to improve communication between home and school. Using a system designed by Vanderbilt professor Jerold Bauch, parents can call a number and hear a recorded message that describes homework or school activities. A computer-driven calling system also makes calls to parents with other important messages. An evaluation revealed that many parents who previously had little contact with schools, including many low-income parents, are now using these systems. The children of the parents who use the system showed significant improvement in completing homework and other school-related activities.

One reason disadvantaged students sometimes encounter difficulty in the early school years may be due to a lack of summer educational activities. To address this need, the Nazlini Boarding School has developed a summer school program using federal Chapter 1 funds. Based in Ganado, Arizona, the summer school program provides students with more time to keep up academically and assists parents in understanding what they can do to help their children.

Students in grades one, two and three are placed in a computer learning lab that serves as a multi-age classroom. The students learn using selected software packages as well as through writing opportunities. In literature study circles, students engage in individual and groups projects, including discussions of their reading and writing. They use computers to produce books. They even write, perform, and tape plays.

Parents attending the program meet in groups to discuss ways to help their children. Parents also do their own writing, including journals, biographies and recording their oral narratives. In addition, they learn how to use word processing software and serve as volunteers in the classroom.

The program has made a concerted effort to address students' transportation needs in order to encourage the broadest possible participation. This includes using an all-terrain vehicle to transport students and parents who have moved to summer sheep sheering camps in the mountains! According to the Nazlini school, all student achievement targets were met in the 1991-92 school year.

In addition to increasing cooperation between home and school, communities and states are beginning to rethink the first years of schooling. In Kentucky, as part of the Kentucky Education Reform Act passed in 1990, the state legislature combined a requirement that districts offer preschool for at-risk four-year olds with important school reforms. Grade distinctions were prohibited in what had previously been grades K-3. Instead, primary school students proceed at their own pace toward state-established standards for entry into grade four. In conjunction with other changes -- including incentives based on students' success, school-based management, social service centers, and others -- Kentucky stands out for the comprehensiveness of its vision.

In Baltimore, Maryland, disadvantaged students at several inner-city schools have achieved impressive results due to a partnership with the Center for Research on Elementary and Middle Schools (CREMS). Led by researchers Robert Slavin and Nancy Madden, CREMS designed a program for these schools entitled "Success for All". The program is aimed at ensuring that all students -- regardless of background -- perform at grade level in reading at the end of third grade.

The main focus of Success for All is a coherent instructional plan, beginning with a half-day preschool program for four-year-olds, and full days from kindergarten through the third grade. Success for All features one-on-one tutoring, regular assessments every eight weeks, and family support teams. At an additional cost of $800 per participating student (beyond the normal school expenditure), a rigorous evaluation of participating students reveals far lower percentages of low-income students in the program reading below grade level than their school peers. Fifty schools in fifteen states have implemented Success for All since it was first introduced in 1987.

Conclusion

Many communities and states have begun impressive efforts to ensure that all children come to school ready to achieve at high standards. Many more are getting underway. By creating a "seamless web" that strengthens families even before children are born and continues after they enter school, communities can provide all children with the opportunity to reach their full potential.

At the same time, schools are realizing that the burden of "readiness" cannot fall entirely on students. Not all children develop at precisely the same rate. Not all children have the same instructional needs. Schools are realizing that they too must become "ready" for all children. Flexibility and sound practices are as important for helping young children succeed in the first years of school as ensuring a supportive outside environment.

Communities understand the importance of addressing the special needs of some children and families if all children are to succeed in reaching higher standards. In addition to new initiatives, improved collaboration among agencies and with the private sector is critical to addressing these needs. In partnership with the federal government, states, and business, communities are changing to address the first National Education Goal.

In the pages that follow, you'll find:

- National Governors' Association Task Force on Readiness recommendations.
- Contacts for programs mentioned in the text.
- Information on research and professional organizations.
- Program referral and other sources of help.
- Suggestions for additional readings.

THE NATIONAL GOVERNORS' ASSOCIATION TASK FORCE ON READINESS

The National Governors' Association Task Force on Readiness considered policy initiates that aimed at helping at-risk preschoolers get ready for school. They recommended that states implement as many of the following initiatives as they found appropriate:

- Provide in-home assistance for first-time, low-income parents of high-risk infants.
- Develop outreach initiatives that use community and religious organizations to assist young children whose only sources of nurturance are absentee parents or guardians.
- Provide kindergarten for all 5-year olds.
- Provide high-quality developmental programs for at-risk 4-year olds (and, where feasible, 3-year olds).
- Provide all interested parents of preschool children with information on successful pa3renting practices.
- Stress the continuing improvements of developmental and educational programs in day-care centers for preschool children. This includes improving staff development and in-service training and providing for accreditation of (or similar standards for) day-care centers.
- Develop state and local structures through which all agencies work together to provide appropriate programs for young children and their parents.

Selected Sources Mentioned in the Text

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Robert Slavin and Nancy Madden
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Miriam Westheimer, Director
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Mildred Winter, Executive Director
Parents As Teachers
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Lauri Ryan, Director
Success By Six
Honeywell, Inc., #MN 125300
P.O. Box 524
Minneapolis, Minnesota 55440
(612) 951-3232

Karen Heid
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The Prudential Foundation
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Newark, New Jersey, 07102

For a list of programs funded by US WEST contact:
Theresa Montoya, Program Director
US West Foundation
7800 East Orchard Rd.
Englewood, CO 80111

RESEARCH ORGANIZATIONS

Center on Families, Communities, Schools, and Children's Learning
Boston University
605 Commonwealth Avenue
Boston, Massachusetts 02215
(617) 353-3309

The Center aims to produce new and useful information about how families, schools, and communities can foster student motivation, learning, and development, and strengthen connections among these institutions. Sponsored activities include research, newsletters, videotapes, a network of scholars, and co-publication of the journal, *Equity and Choice*. The center works with preschools across the country to increase parental and community involvement.

Child Trends
2100 M Street, N.W.
Washington, D.C. 20037
(202) 223-6288

The mission of Child Trends is to expand the scope, use, and quality of statistical information concerning children. The organization offers an extensive array of reports, papers, and other publications on child statistics.

ERIC Clearinghouse on Elementary and Early Childhood Education
University of Illinois
805 West Pennsylvania Avenue
Urbana, Illinois 61801
(217) 333-1386

The ERIC (Educational Resources Information Center) Clearinghouse attempts to collect and disseminate all existing information on the development of children from birth through early adolescence, with emphasis on education theory, research, and practice. The clearinghouse provides reference and referral services, on-line searches, and tips on research strategy. It conducts training seminars and workshops for elementary and early childhood groups and researchers, and disseminates complimentary ERIC products, such as the ERIC Digests, newsletters, and brochures.

Families and Work Institute
330 Seventh Avenue
New York, New York 10001
(212) 465-2044.

The Institute attempts to develop new approaches for balancing the competing demands of family and work. It conducts research, publishes and disseminates a number of publications, and offers planning and consulting services to individual companies and government agencies.

National Black Child Development Institute
1463 Rhode Island Avenue N.W.
Washington, D.C. 20005
(202) 387-1281

The National Black Child Development Institute seeks to improve the quality of life for black children and youth; delivers direct services to children and parents; conducts advocacy campaigns aimed at national and local public policies on health, child welfare, education, and child care; and disseminates information.

The National Center for Children in Poverty
Columbia University
154 Haven Avenue
New York, New York 10032
(212) 927-8793

The Center was founded to improve child poverty programs by examining efforts at the state and local level and by disseminating information to researchers, policymakers, and program administrators. It also conducts assessments and provides referrals. The Center works in three areas: early childhood care and education; maternal and child health; and the integration and coordination of services for young children and families.

PROFESSIONAL ORGANIZATIONS

American Academy of Pediatrics
141 Northwest Point Boulevard
P.O. Box 927
Elk Grove Village, Illinois 60009
(708) 228-5005

The American Academy of Pediatrics is a professional association of pediatricians dedicated to furthering the education of its members, advocating children's services, and informing the general public. It publishes several journals including *Pediatrics*, *Pediatrics in Review*, and *Healthy Kids Magazine*, for children.

National Association for the Education of Young Children
1834 Connecticut Avenue, N.W.
Washington, D.C. 20009
(202) 232-8777

This national association of early childhood professionals offers educational services and resources to adults who work with and for children; provides policy-related information and legislative analysis; and administers the National Academy of Early Childhood Programs, a voluntary national accreditation system for early childhood programs.

National Institute for Child Health and Human Development
9000 Rockville Pike
Bethesda, Maryland 20892
(301) 496-5133

NICHD is a major research institution that funds studies on the physical and mental development of children. Results of these studies are disseminated to professional and lay audiences.

PROGRAM REFERRAL / SOURCES OF HELP

ZERO TO THREE/National Center for Clinical Infant Programs
2000 14th Street North
Suite 380
Arlington, Virginia 22201
(703) 528-4300

ZERO TO THREE promotes measures to improve the physical and mental development of children from birth to age three through exchange of information, research, training, and public policy development. Among its activities are a graduate fellowship program, training institutes, technical assistance activities, the bulletin *ZERO TO THREE*, task forces to facilitate infancy research, reports on research and public policy issues, and a national clearinghouse.

"Parenting for Education"
US WEST Education Foundation
720 Olive Way, Suite 1725
Seattle, WA 98101
206/434-5200

Technical Assistance for Parent Programs (TAPP)
95 Berkeley Street
Suite 104
Boston, Massachusetts 02116
(617) 482-2915

To help parents of children with disabilities identify appropriate educational services for their children, the TAPP project provides technical assistance and support for 66 Parent Training and Information Centers in all 50 States, the District of Columbia, Puerto Rico, and Palau. TAPP assists existing and developing programs by providing information, materials, consultation and training. In addition, TAPP published *Coalition Quarterly*, a journal for parents, and conducts a national conference each year.

The Center on Effective Services for Children
Jule M. Sugarman, Chairman
P.O. Box 27412
Washington, D.C. 20038
(202) 785-9524

Chaired by the former Director of the federal Head Start program, the Center on Effective Services for Children is a newly established not-for-profit organization devoted to improving

children's services. It concentrates on helping national, state and local leaders reduce administrative barriers and provide more comprehensive and coordinated services. The Center has published a handbook called *Building Early Childhood Systems* that shows how to organize the current patchwork of children's services into a coherent system.

Division for Early Childhood
1920 Association Drive
Reston, Virginia 22091
(703) 620-3660

The Division for Early Childhood is a national association of early intervention professionals. It offers educational services and resources for service providers working with young children with disabilities and their families, and provides policy related information and analysis.

Family Resource Coalition
230 North Michigan Avenue
Suite 1625
Chicago, Illinois 60601
(312) 341-0900

The Family Resource Coalition maintains a database of more than 2,500 community-based family resource programs and practitioners throughout the United States; provides training and technical assistance; and publishes materials on topics related to family support.

Head Start Bureau
Administration for Children, Youth and Families
U.S. Department of Health and Human Services
P.O. Box 1182
Washington, D.C. 20013
(202) 767-8707

The Head Start Bureau funds local agencies to provide comprehensive developmental services to preschool children of low-income families. Head Start Programs include education, social services, and health services, and they emphasize parental involvement. The Head Start Bureau also administers technical assistance, training, research and evaluation, as well as other research and development projects.

Home and School Institute
Special Projects Office
1201 16th Street N.W.
Washington, D.C. 20036
(202) 466-3633

The Home and School Institute develops programs promoting the educational role of the family in learning and the importance of community support. Headed by Dorothy Rich, originator of the concept of "MegaSkills" the Home and School Institute conducts workshops to help parents teach their children skills they need to succeed in school.

Office of Special Education Programs
Office of Special Education and Rehabilitative Services
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 205-5507

The Office of Special Education Programs administers programs and projects that provide special education and related services to children with disabilities. Assistance is provided primarily through state education agencies to help states and districts serve these children adequately and effectively. Special Education Programs also funds research, training, and other activities to improve the quality of early intervention, preschool, and special education programs.

National Health/Education Consortium
Institute for Educational Leadership
1001 Connecticut Ave. N.W.
Suite 310
Washington, D.C. 20036
(202) 822-8405

A joint effort of the Institute for Educational Leadership and the National Commission to Prevent Infant Mortality, the National Health/Education Consortium was established to create ways to improve children's services. The Consortium has three goals: to promote the idea of coordinated health and education programs, to strengthen communication and dissemination of information between services, and to recognize and identify exemplary program models for others to follow. The Consortium involves health professionals, educators, policymakers, and administrators in this process.

SUGGESTED ADDITIONAL READINGS

SAMPLE STANDARDS FOR EARLY CHILDHOOD CARE AND EDUCATION

Developmentally Appropriate Practice in Early Childhood Programs. S. Bredekamp. National Association for the Education of Young Children, 1987. Price: $5.00
Detailed recommendations from NAEYC on early childcare and education.

Employer-Supported Child Care. Sandra Burud. Auburn House, 1985. Price $16.95
Shows benefits of on-site and employer supported child-care centers.

WHAT DOES "READY TO LEARN" MEAN, AND HOW DO WE MEASURE IT?

Reactions to the Goal 1 Technical Planning Subgroup Report on School Readiness. Cynthia D. Prince.
Includes individual state responses to the Panel's readiness report as well as suggestions for improvement.

National Education Goals Panel
1850 M Street NW
Suite 270
Washington, D.C. 20036

"Readiness for School," in *Measuring Progress Toward the National Education Goals: Potential Indicators and Measurement Strategies*. Suggests ways to define and gauge progress toward the first National Education Goal.

National Education Goals Panel
1850 M Street NW
Suite 270
Washington, D.C. 20036

WHAT CAN STATES AND COMMUNITIES DO TO PREPARE CHILDREN FOR SCHOOL?

Building Early Childhood Systems: A Resource Handbook. Jule M. Sugarman.
Suggests how to construct a child-care system
at the state or local level from the ground up.

Child Welfare League of America
c/o CSSC P.O. Box 7816
Edison, NJ 08818-7816
(908) 417-0482
Fax: (908) 225-1900
Price: $13.95

Caring Communities. Tom Schultz.

National Association of State Boards of Education
attn: publications
1012 Cameron St.
Alexandria, VA 22314
(703) 684-4000
Price: $10

Family-Centered Services Coordination: A Manual for Parents. Zipper, I.N., et al.
A guide to building effective and family-friendly services coordination.

Brookline Books
P.O. Box 1046
Cambridge, MA 02238
1-800-666-2665

Family Support, Education, and Involvement: A Guide to State Action.
Surveys parent and family education programs.

Council of Chief State School Officers
Resource Center
1 Mass Ave. NW, Suite 200
Washington, D.C. 20001-1431

Why Child Care Matters: Preparing Children for a More Productive America

Committee for Economic Development
2000 L Street NW
Suite 700
Washington, D.C. 20036

Ready to Learn: A Mandate for the Nation.
Discusses the extent to which children begin school ready to learn and offers policy recommendations for improving the situation.

Carnegie Foundation
5 Ivy Lane
Princeton, NJ 08540
Price: $8.00

Excellence in Early Childhood Education. Sharon Lynne Kagan

U.S. Department of Education
Office of Educationmal Research and Improvement
555 New Jersey Ave, NW
Washington, D.C. 20208
(202) 219-2050

Becoming a Nation of Readers: What Parents Can Do. Marilyn R. Binkley. U.S. Department of Education, Office of Educational Research and Improvement, Washington D.C., 1988. Provides advice to parents on how to make their children better readers.

P.E.T.: Parent Effectiveness Training. Thomas Gordon. Penguin USA, 1975. Price $11.00

A tested way to raise responsible children.

MegaSkills. Dorothy Rich. Houghton Mifflin, 1988. Price $12.95
A guide for parents on how to give their children the skills they need to be successful.

Welcome Home.
Monthly publication written, edited, and illustrated by and for at-home mothers.

Mothers at Home
8310 A Old Courthouse Road
Vienna, VA 22182
Price: $15.00 per year

What can parents and families do to help their children to learn?

Helping Your Child Get Ready for School
Activities for children from birth through age 5.

Helping Your Child Succeed In School
For children ages 5 through 11.

Helping Your Child Learn History
For children ages 4 through 11.

Helping Your Child Learn To Read
For children from infancy through age 10.

Helping Your Child Use the Library
For children from birth through high school.

Helping Your Child Learn Geography
For children ages 3 through 10.
Price: $0.50

Helping Your Child Learn Math
For children ages 5 through 13.

Helping Your Child Learn Science
For children ages 3 through 10.

Available from the U. S. Department of Education
To order call: 1-800-424-1616